Chapter 3 – The Community and the Planning Process

Using census and other statistics to conduct a demographic analysis will provide the library with a snapshot of the seniors in the community – the percentage of young-old versus old-old adults, the number of retired seniors, the ethnic and racial make-up, and more. But census figures do not provide an overall picture of the interests and needs of seniors. They will not identify what types of information seniors are seeking, what recreational interests they have, what career dilemmas they are facing, or what educational desires they have. Only individuals within the senior community can provide this information.

Libraries traditionally provide services with very limited budgets. It is not fiscally responsible to plan new programs and services that have little impact, meet few needs, or attract few people. Surveys and focus groups are two needs assessment tools libraries can use to determine the needs and interests of the community's older adults and their families. Libraries that know the information needs of older adults can allocate resources wisely to meet those desires. Surveys and focus groups can help a library determine how well it is currently meeting seniors' needs. Using information obtained from these tools, library personnel can develop new programs, services and collections which address the identified needs. Using the needs assessment, the library can create and implement a service plan to meet seniors' needs, rather than develop isolated activities which may or may not be successful.

Surveys, focus groups, and other needs assessment tools also serve as communication devices that market the library and its services to seniors. Involving seniors in this essential element of the planning process communicates that the library values seniors and is serious about serving them. It tells community seniors that the library has an important role to play in improving their quality of life. Ultimately, when the needs of seniors are being acknowledged and met by the library, they are more likely to become library supporters.

Needs assessments are endeavors which require board approval and support. An information gathering project will require a commitment of resources – either funds to hire an outside agency or consultant, or library staff time to perform the tasks required to complete the project, as well as additional costs for conducting and analyzing the assessment.

The Two Most Popular Methods to Involve the Community in the Planning Process: Surveys and Focus Groups

There are many means of gathering information about the needs of your senior community. This chapter will discuss the two most effective methods for libraries: focus groups and surveys. Surveys and focus groups can provide libraries with the information to obtain clear objectives of what needs to be accomplished, help solve service problems or reach service goals with more confidence, and gather data to support planning, policies, decision-making, or solving problems.

Information gathered from surveys, focus groups and other needs assessment methods can help libraries:

- Develop policies – Survey and focus group reports may help library boards and administrations determine services hours, meeting room and circulation policies, and other policies that will provide the best quality services for communities and perhaps attract new senior users.

- Plan programs and services – Surveys and other needs assessment tools can help libraries determine whether they need to build their large print nonfiction collections, provide more outreach programs, or develop senior computer classes.

- Develop marketing – Needs assessment tools can help libraries tailor marketing efforts that target specific audiences.

Focus Groups — Targeted Discussions

Focus groups are a way of listening to people and learning from them by opening lines of communication. Focus groups serve to involve the community in quality improvements, renewing its sense of ownership for the library. The term "focus groups" may be new but the concept is an old one.

Focus groups are actually group interviews. Corporations getting ready to launch new product lines use them extensively, as do public service agencies looking to make changes. Focus groups are not designed to help a group reach a consensus or make decisions, but to elicit a full range of ideas, attitudes, experiences, and opinions held by a selected sample of respondents on a particular topic. Focus groups can be used to provide qualitative data not available from surveys.

Focus groups can be planned and conducted by library staff. Keep in mind, however, that library staff or trustees may bring their biases to the focus group if they serve as moderators. Marketing professors from local colleges or universities may be willing to incorporate library focus group projects into their courses, assigning students to fulfill the planning, moderating, record-keeping and analysis roles. Alternatively, out-

side consulting agencies can conduct library focus groups. Grant funds may be available through the state library or other agencies to help offset costs for the project.

The term focus group is very common and often misused. Many sessions that are called focus groups are in fact simply committees, sales or marketing sessions, consensus-building sessions, or support groups. Libraries that consider using focus groups to help them develop senior services should be aware that focus groups are a research technique for gathering qualitative data. To qualify as a focus group, sessions must be focused, involve group discussion, and be a research effort to collect qualitative data. While many information gathering projects may fulfill the first two criteria, some may not be able to fulfill the last without the help of a professional consultant. However, this fact should not deter libraries from using the steps provided below to conduct focused public forums to gather opinions about potential new services, solicit ideas for new services, identify ways to improve current services, and attract new audiences.

Focus Group Planning

Focus groups require planning. The library must determine how the data collected from the focus group will be analyzed. Questions must be developed and participants selected. Planners must determine how many focus groups will be conducted. The library must select accessible sites for the groups and equip them for specific accessibility needs, if necessary. The planners must also devise a way to ensure participants will attend the focus groups to which they have been invited. The responses elicited during the focus group must be recorded by some means. Tape recording is the most common and easiest method used to record participant responses. However, responses may also be written on flip charts. Consult with the library's attorney to develop a waiver form participants will sign allowing the library to tape record the focus group.

Moderators guide the focus group, as members discuss topics raised by the moderator. The moderator should listen to and direct the conversation, without contributing his or her opinion regarding a topic. Focus groups are sometimes referred to as "listening sessions." The components of a good listening session are listed below.

- Guided discussions with select participants on a particular topic.

- One to two moderators to conduct the group.

- Six to ten participants selected from the target audience.

- 60 to 90 minutes in duration.

Throughout the planning process, remember that seniors may have certain needs or qualities that younger patrons may not. For instance, many may have hearing impairments. Since focus group sessions are as much about listening as they are about talking, pay special attention to making sure everyone in each session speaks clearly. Outlined below is the procedure for how to conduct a focus group at your library.

Step 1: Select the Topic

The planner must determine what the library wants to learn from its target group, namely, older adults. The first step to take when organizing your focus group is to choose the topic or topics that need to be addressed. In general, here are a few sample questions that libraries could use to run a listening session:

1. What are the recreational and intellectual needs of seniors that our collection should meet?

2. What type of programs do seniors wish to attend?

3. What library service hours would meet the needs of seniors?

4. What, if any, physical changes to the building does the library need to make to accommodate the physical needs of seniors?

Discussion topics should be broad enough for a wide range of opinions, but narrow enough to focus on a particular area. Make sure the topics are matters upon which the library will take action.

Step 2: Develop Guide Questions

When formulating questions, make them conversational, clear, concise, and open-ended. Phrase questions in a casual but respectful style. The questions should be neutral and non-threatening; wording should not be accusatory. The presentation of the questions should be progressive; starting with questions that will invite shorter responses and gradually leading to questions with longer answers. As the session progresses, the group will become more comfortable with each other and more likely to convey their true opinions.

Step 3: Select and Coach Moderator(s)

A skilled moderator is essential to the success of the focus group. This is not to say that the moderator must be professionally trained. However, the moderator should have good knowledge of group dynamics and possess facilitation skills to guide group conversation. Depending on the situation, the moderator may participate in developing the interview questions, take notes from the sessions, and generate a final analysis report. It is up to the library to determine the roles of the moderator. At each session, the moderator's responsibility is to ask questions, listen to answers, and facilitate the group through the program. A good moderator should be:

• Open to new ideas; he or she cannot be defensive.

• Able to stick to the script.

- Interested in the participants, be friendly by nature, and possess a sense of humor.

- Patient. Moderators will have to repeat the same questions at several sessions and sometimes to the same group. They must do so without losing enthusiasm.

- Able to lead a group through the suggested format, even if viewpoints shared by the group are unpleasant. For instance, there may be times when participants may introduce themselves and share sad experiences about their lives. The moderator must be able to acknowledge that person's feelings and move on.

- Able to include passive participants. In any group setting, some members are more vocal and assertive than others are. Skilled moderators can find some balance to include all participants in the focus group conversation.

- Able to prepare a report of the sessions for the library administration.

Step 4: Identify Participants

Focus groups rely on purposive sampling. In other words, the selection of the participants is based on the purpose of the project. Purposive sampling contributes to productive discussion in the focus groups. If the purpose of your focus group is to learn ways to attract new seniors to use the library, you will want to recruit non-users and new users. You may also consider recruiting a group composed of staff from senior centers and other agencies that work closely with senior audiences.

It is crucial that participants within individual focus groups are compatible. Background or demographic characteristics are the most common ways to select homogeneous focus groups. The most common characteristics on which groups are based include age, education level, race or ethnicity, income, occupation, and marital status. Homogeneous groups are more likely to spend less time explaining their differences and focus on the questions at hand. The goal in designing successful focus group projects is to recruit homogeneous sets of participants for individual focus groups, which comprise a full set of groups that present diverse perspectives. Each focus group should consist of six to ten participants. To obtain useful information, the library should conduct at least three to five groups.

Step 5: Recruit Participants

This is perhaps the most difficult focus group planning task for a library to accomplish. Not only must the library obtain or develop lists of potential participants and their contact information; they must attempt to ensure the invited participants actually attend the sessions. Marketing companies purchase lists of potential participants from a variety of sources (utility and phone companies, commercial sources), but this method is generally too costly for public libraries. While the method may not provide

as large a sample from which to construct a list of potential participants, local agencies that serve seniors may be able to suggest names of older adults who may be willing to participate in library focus groups. If the focus group purpose is to determine what new services and programs seniors want the library to offer, the library patron database may provide an adequate source of potential contacts.

Step 6: Refine Logistics

The site location for the focus group should be accessible to public transportation, with an accessible entrance and adequate parking spaces for people who are disabled. The room should be easily accessible and near an accessible washroom, drinking fountains, and public telephone. Also, the room should be large enough, quiet, comfortable, and have furnishings that seniors can use comfortably with little or no assistance. Any printed literature in the room should be in at least 14-point type and clearly formatted. Each focus group session should last between 60 and 90 minutes. Consider providing light refreshments during or after each session.

Step 7: Contact and Confirm Participants

Telephone contact is the most common way of inviting potential focus group participants. Your call should convey the subject of the focus group, who will be at the group, what you expect from participants, what you will offer in terms of refreshments or incentives, and what future contacts you will have with them prior to the focus group. When contacting participants, ask if special accommodations (i.e., sign language interpreter, listening devices, dietary advisory) are needed. A confirmation letter should follow the initial contact as soon as possible. The confirmation letter and the telephone call should both convey how valuable the participants' ideas, experiences and participation are. To reduce the number of people who fail to show for the session, consider making reminder phone calls the evening before the group meets.

Step 8: Conduct the Focus Group

Convene each focus group session by welcoming the participants, thanking them for coming, and providing appropriate introductions. Moderators should either introduce each participant to the group or allow them to introduce themselves. The moderator should then discuss the topic, explaining how the results will be used and why the individuals were selected. It is important that each group be aware they are alike in some ways. Let the group know for instance, that they are all library users over 60 who are still working, perhaps approaching retirement. The moderator should discuss guidelines, stressing there are no wrong answers, only differing points of view. If applicable, inform the group the session is being taped and that they should speak clearly and one at a time. Request that cell phones and pagers be turned off, unless

there is potential for an emergency to occur. Convey the message to all participants that the role of the moderator is to guide the discussion and that they should talk to each other. Once these guidelines are understood by all, the moderator is ready to begin the session by asking the first question. Throughout the session, the moderator will ensure everyone gets time to speak and no one dominates the discussion.

As each focus group disperses, the moderator should develop a summary description of the session. The summary should include:

- The purpose of the focus group.

- The participants of the focus group, including moderator(s).

- A listing of all suggestions, anecdotal remarks, answers and opinions expressed to questions posed to participants during the session. If a general statement is made regarding a particular group of answers, an example of at least one answer should be provided as a point of reference.

- A statement regarding group dynamics.

Step 9: Analyze the Findings

The real product of focus groups is the final report. The person preparing the report must sort through the focus group transcripts to find the "needles" in the haystack and present the "needles" in the report. The report should address the following questions:

- Was the topic something that came up in most of the groups?

- When a topic was raised, were some participants more interested than others were?

- For people who were interested, just how important was the topic?

The final report will crystallize for the library administration and board the major themes that occurred across the full set of groups. Often, the interview questions will serve as a basic outline for organizing the report. The report should also include the purpose of the focus group, an overview of the group composition, and any general trends. Based on the final report analysis, the library administration can develop an action plan to develop and improve services for older adults. Consider publicizing the final report to the library staff and trustees, as well as the general public. The trends and issues outlined in the report can provide valuable information for the staff who serve seniors.

Surveys as Information Gathering Tools

A survey is a method of collecting information from people about their ideas, feelings, needs, plans, social, educational, and financial backgrounds. They are useful tools for obtaining information regarding policy setting, program planning, and evaluating the

effectiveness of programs. As statistical tools, surveys can be expensive, time-consuming, and labor-intensive. In addition, they can be fraught with pitfalls that can cause them to be statistically invalid. However, used as a planning tool, rather than a research tool, a survey can provide useful information to shape and improve senior services.

The major elements of conducting surveys are sampling, design, processing, analysis, and reporting. Since many public libraries have limited funds, staff, and time to devote to a survey project, consider contacting the local community college or high school for assistance. Instructors may be willing to work with the library to develop and conduct the library survey as a class project, if the library will provide funding for printing, postage, and other expenses.

Survey Design

As in any information gathering process, the library must determine what information is needed to help plan services. In general, the library will want to know about seniors' perceptions of the library and their information needs. To be beneficial, all surveys must include some demographic information, including gender, race, educational, and employment information. Age is a crucial demographic factor to include in your survey. While your survey might focus on all adults over 60 in your community, the information needs of a 75 year old will vary from those of a 62 year old.

Questionnaires should include a brief introduction indicating who is conducting the survey, how the information will be used, and assuring participants that their responses will be kept confidential. Potential respondents also should be told approximately how much time it will take to complete the survey. If demographics indicate the target group will include non-English speaking seniors, develop a bilingual survey. Cultural heritage organizations can assist with the translation.

Prepare the survey in a format that is readable for seniors with impaired vision. The format tips below will help in designing a survey that most seniors will be able to read and complete.

- Choose paper with a matte finish.

- Select paper colors which will offer contrast, but not overwhelm (light colors are good; avoid using a fluorescent color).

- Use a font color which can be clearly seen from the background (dark text is usually preferred).

- Select a font size that is at least 14-point.

- Choose a sans serif font. Good choices are Arial, Tahoma, and Helvetica.

- Avoid stylized, novelty, or fancy typefaces.

- Use an average type weight (thickness of letter). Depending on font chosen, bold letters could become illegible.

- Use enough white space between the lines of text.

- Use left justification for text.

Designing good surveys with clearly written questions that elicit valid responses is difficult. If library staff must design the survey, perform a pilot test to help determine if the survey will provide the information you are seeking and that the survey instructions are clear and understandable. In general, shorter surveys will yield higher returns. Avoid the temptation to include too many questions. Instead, focus on asking the right questions.

The sample survey at the end of the chapter titled "It's A Wonderful Life…After You Retire" was designed and conducted by the LeRoy Collins Leon County (Florida) Public Library to determine the needs of older adults. The staff of the LeRoy Collins Leon County Public Library indicated that the survey results were used to determine collection development and programming needs of local seniors. The survey was developed and distributed with the cooperation of local organizations and businesses that serve Leon County senior citizens. Results of the survey, combined with staff-conducted interview sessions held at senior centers, assisted living facilities, and nursing homes, aided staff in reaching their goal of "enhancing and enriching the lives of senior citizens through programs and training."

Identifying the Senior Sample

With limited resources, it is unlikely the library will be able to distribute the survey to a statistically random sample of the older adult population. As mentioned previously, it is not necessary for the survey to be 100% statistically random and valid. For the purposes of planning and improving services to older adults in small or medium sized libraries, the most convenient and economically feasible means of distributing the survey will likely yield credible results. Nonprobability sampling is a sampling method that includes people who are available and willing to complete the survey. It is considered neither objective nor random. Consider sampling seniors from a number of particular units, such as senior centers, Area Agencies on Aging, churches, grocery stores, and the library. Encourage business partners, such as pharmacies, restaurants, banks, and department stores to help you distribute the surveys.

Survey Distribution

A number of methods are available for distributing library surveys:

- Mail

- Hand-delivery

- Personal interviews

- Telephone interviews

Personal and telephone interviews become costly unless the library can recruit enthusiastic, pleasant, and well-trained volunteers to conduct them. Hand-delivery is an attractive and inexpensive method of distributing surveys in the library. However, this only provides responses from current library users. To reach seniors outside the library, communicate with your local senior center and Area Agency on Aging to deliver the surveys to groups of older adults who visit these agencies.

In general, mail delivery is the most common method for distributing surveys. The return rate will be much higher if the library includes a self-addressed stamped envelope with the survey. In addition, a small incentive may encourage seniors to complete and return the survey. Enclose a bookmark, a coupon for a free book from the next library book sale, or other token of appreciation to boost survey returns.

Survey Collection and Analysis

Recruiting or employing a qualified person to analyze the survey results may save the library staff time and headaches. Every community has someone – a college professor or high school statistics teacher – who can assist in analyzing the raw data into meaningful information. The library staff can use the analysis to prepare a report, which will identify the purpose of the study, the methodology used, and the results. A well-constructed survey with sufficient responses may allow staff to develop needs/wants statements based on the survey results. For instance, "Seniors over 70 years old want a large print nonfiction collection," is a needs/want statement that identifies a need for which the library administration may target funds and staff time to address. Needs/wants statements can provide beneficial information from which a senior services plan can be developed.

Publicize the results of the study internally and externally. The survey report will provide staff with valuable information in their daily encounters with older adult patrons. Request the assistance of the local media to prepare an article, which should include a brief quote from the library board or administration indicating how the findings will be used to improve library services to seniors. If you collaborated with community partners to conduct the survey, request their assistance to distribute flyers that highlight the survey findings.

Cyber Survey – The Library Website Survey

Surveys conducted on library websites are growing in popularity. Web surveys are usually short (some only consist of one question) and focus on issues pertaining to com-

puters and the Internet. A web survey might target seniors and their families who use computers and visit the library's website. The results could be used to determine what links should be included on the library's website, or what computer training classes and software titles should be offered. A question as simple as "For what purpose do you use the Internet?" might provide a library with data to plan computer classes useful for older patrons. Additionally, answers to this question may provide the library with suggestions for enhancing certain subject areas of their library of website links.

Using Information to Plan Library Programs and Services

Using information acquired from focus groups, surveys, and other techniques, along with demographic indicators and projected financial revenues, libraries can compile long-term planning strategies to help fashion and forge quality programs and services for older adults. For the most part, information gathering methods will allow libraries to:

- Develop stronger collections for seniors.

- Purchase computer hardware, software, and assistive technology that coincide with the needs and interests of older computer users.

- Plan and develop new programs.

- Train staff about seniors needs.

- Make the physical plant and website more accessible.

- Schedule better service hours.

- Build on outreach services to seniors living in the community.

- Reach out to unserved seniors.

Surveys and focus groups allow seniors to have a voice in the planning process. In order to be truly successful, however, libraries must take actions based on findings, and then communicate the actions taken. It is important that participants know their answers affected library planning and decision making.

Utilizing the methods for gathering information outlined in this chapter to listen to your community's wants, along with a library that responds to the community's input, will help establish solid library planning procedures and programming for seniors.

Resources

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Professional, Facts to Tell Your Story: Measuring Library Performance. Washington, DC: January 2001.

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Lawrence, Jennifer and Paul Berget. "Let's Hold a Focus Group!" *Direct Marketing.* 61 (April 1999): 40-43.

Mangione, Thomas. *Mail Surveys: Improving the Quality.* Thousand Oaks, CA: Sage, 1995.

Morgan, David and Richard A. Krueger. *The Focus Group Kit.* 6 volumes. Thousand Oaks, CA: Sage Publications, 1998.

This set of six books is an excellent resource to help libraries prepare, conduct, and analyze focus groups.

Older Adult Recreation & Library Services Feasibility Study 1999. Appendix C: Results of the Library Search Conference. Markham, Ontario, Canada: Community Services Commission, 1999.

Rubin, Rhea and Gail McGovern. *Working With Older Adults: A Handbook for Libraries.* 3rd ed. Sacramento: CA: California State Library Foundation, 1990.

Salant, Priscilla and Don A. Dillman. *How To Conduct Your Own Survey.* New York: Wiley, 1994.

Venturella, Karen M., ed. *Poor People and Library Services.* Jefferson, NC: McFarland, 1998.

Focus Group
Sample Telephone Invitation

(Be sure the person doing the phone invitations has a pleasant and friendly voice.)

Hello, my name is _____. I am calling on behalf of Your Place Public Library for a special study. We'd like to invite you to participate in a group discussion. The topic will be improving library service for older adults. Over the next few years we will be focusing on improving programming and services. We want and need your opinions on what the changes should be. We are inviting a small group of people between the ages of 65 and 70 from the community to join us for the discussion. Your Place Library is concerned about listening to members of the community. The information you give us will be shared with the administration and trustees of the library.

The meeting will be held on Saturday, April 20 from 10:00 to 11:30 at the library. We will be serving bagels, muffins, juice and coffee. We are pleased that Your Place Diner has donated a coupon good for a dinner for two for all participants who share their valuable insights with us.

Will you be able to join us?

If the person agrees to participate, thank them. Explain that the session will be tape recorded, and ask if this is acceptable. Ask if they have any special accessibility or dietary needs. Let them know they will be receiving a letter of confirmation within a week. Provided them with a contact person and phone number if they have questions.

If they decline to participate, thank them for their time.

**Focus Group
Sample Confirmation Letter**

**Your Place Library
345 Book Avenue
Your Place, Missouri 65423
(111) 555-3333**

March 30, 2001

Ms. Ima Reader
8765 Novel Street
Your Place, Missouri 65421

Dear Ms. Reader,

Thank you for agreeing to participate in the discussion at Your Place Library, 345 Book Avenue, in Your Place, on Saturday, April 20 from 10:00 a.m. to 11:30 a.m. We will be meeting in the community room on the first floor.

As we explained in our earlier telephone call, the purpose of the meeting is to determine how we can improve programs and services for older adults at the library. Over the next few years, this library hopes to make changes in our programs and our approach to patron services. We want and need your opinions on what these changes should encompass. Your opinions will count and your participation will benefit the entire community.

The group will consist of about six people between the ages of 65 and 70 who live in Your Place and use the library. The discussion will last approximately 90 minutes. As we mentioned in our telephone conversation, we will be tape recording the discussion so we can keep a careful record of the thoughts and opinions of the group. We will take precautions to maintain your privacy.

Bagels, muffins, juice, and coffee will be served. Your Place Diner has donated a coupon for dinner for two for all who participate.

Once again, we are glad you have accepted our invitation to participate in this group. The success of this project depends on each of the participants. If you will be unable to attend for any reason, please call us at 555-3333 as soon as possible.

We look forward to meeting with you on April 20.

Sincerely,

Model Focus Group Questions

1. When adults aged (define age group appropriate to the group gathered, i.e., "75 to 85") think of the public library, what comes to mind?

2. In general, how would you rate the senior community's awareness of library services, library collection, and library programming? (Poor, good, or very good)

3. Are there any barriers that impede the use of the library by the senior community?

Possible barriers: **Yes**   **No**

- Physical limitations (building accessibility, furniture, shelving)?

- Sensory limitations (vision, hearing)?

- Location (including transportation limitations)?

- Fear or unfamiliarity with computer technology?

- Library as a free lending library?

- Library as a place for lifelong learners?

- Library as a place to obtain information?

- Benefits of recreational use of the library?

- Fear of fines, fees, charges for services?

- Illiteracy?

- Language (communicating with staff)?

- Language (library collection)?

- Fear of government agencies?

4. How can the library erase any of these barriers?

5. How can the library improve its services to the senior adult community?

- Improvement in the collection?

- Improvement in programming?

- Improvement in general services?

- Technology?

- What is missing from our list of general recommendations?

6. What would be the best way to get the word out about the library's services to adults aged (define age group)?

Possible follow-up questions:

Where should the library be displaying / posting publicity?

Are there any local newsletters or newspapers the library should utilize?

What neighborhoods should we target in our outreach efforts?

In what community events /meetings / organizations should the library seek participation?

Any suggestions on how to best register (for library cards) those members of your community who may not register on their own?

What other suggestions would you offer?

LeRoy Collins Leon County Public Library Survey

IT'S A WONDERFUL LIFE (after you retire...)
Program Survey

The LeRoy Collins Leon County Public Library is interested in which activities and programs are of interest to older adults. Please help us design programs and services that are of interest to you by filling out the survey below. Thank you!

1. I prefer to come to a program:

   _____in the library   _____in the Senior Center

   _____in my retirement home   _____other suggestions:

   _____

   _____

2. The best day for me to come to a program is:

   _____Monday   _____Tuesday   _____Wednesday

   _____Thursday   _____Friday   _____Saturday

   _____Sunday

3. The best time for me to come to a program is:

   _____Morning   _____Afternoon   _____Evening

4. Do you prefer (check one or both):

   _____A regular program that meets routinely with a fixed group of participants.

   _____Individual programs in which I can participate as I want.

5. Which of the following program ideas appeal to you? (check as many as applicable):

   _____Post Retirement Leisure Time – how to spend it. The emphasis here is on educational and cultural activities.

   _____Travel/Relocation – how to find information on these subjects in the library and on the Internet.

   _____Volunteer/Work Opportunities – explore programs that are available.

   _____Leaving a Legacy – organizing family legacies for future generations. Preserving family stories, photos, genealogy.

_____Learn how to improve your memory.

_____Learn how to access medical information in the library and on the World Wide Web.

_____Learn what you can do to keep physically fit.

_____Learn how to e-mail your grandchildren.

_____Learn how to make new friends.

_____Learn how to cope with the loss of your partner.

_____Learn basic computer skills.

_____Learn about Internet resources, i.e., online shopping, etc.

_____Learn about educational opportunities available to older adults.

_____Do/learn something you have never done, but always wanted to do.

_____Attend educational/cultural activities such as symphony, author luncheons, Civic Center activities, etc. as a group. Tickets would be provided by library partners at no cost.

_____Visit a college class to "test-drive" a subject in which you are interested.

_____Participate in a book club for seniors.

_____Participate in a "Coffee Klatsch" held in the new library café to meet others and discuss books and current events.

_____Other suggestions: _____

_____

_____

_____

Optional information for mailing list:

Name: _____

Address: _____

E-Mail address: _____

Age: _____ Retirement facility: _____

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